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Improving Students' Ability in Using English with A Simple Translation: A Case on Elementary School Level

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Abstract
Although English is now being learned in every stage of education, but students always get problem to learn it. This research study explores the use of simple translation for English language improvement among 3rd-grade students at the elementary school level. Adopting a qualitative approach with a survey method, the study aims to investigate students' perception of simple translation and describe its implementation in the classroom. The findings reveal a positive perception of simple translation, with some students expressing a liking for its effectiveness in enhancing their English language skills. These findings highlight the potential benefits of incorporating simple translation into language learning activities. The study provides insights into the types of activities and the teacher's role in implementing simple translation. These findings contribute to the understanding of language learning strategies for young learners and inform the development of effective pedagogical approaches for English language improvement at the elementary school level.

Keyword: *ability; english; translation; young learners*

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Introduction
In today's increasingly interconnected world, proficiency in the English language has become a crucial skill for students to acquire. It is the primary language that is widely spoken and understood and people across the globe utilize it in various aspects of life (Akhter et al., 2020). Effective communication in English not only enhances academic performance but also opens up opportunities for personal growth and global citizenship. Nowadays, many parents start to teach English to their children since they were really kids. Based on (Akçay et al., 2015), they are willing to utilize the language for communication, and they value the speakers of that language, thus they are willing to learn it. Scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking, and other fields all use English extensively (Rao, 2019). The global expansion of English as a lingua franca has led to the notion

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that learners should focus on developing communication skills rather than solely acquiring knowledge about the English language (Copland et al., 2014).

Nonetheless, the process of acquiring a language within an educational setting presents a distinct experience (Copland & Garton, 2014). Recognizing the importance of early English language development, educators have sought innovative approaches to improve language skills among elementary school students (Ngongo et al., 2022). This research aims to explore the use of simple translation as a strategy to enhance English language proficiency among Grade 3 students. Acquiring a second language, particularly English, can pose challenges for young learners. Elementary school students at the Grade 3 level often encounter difficulties in understanding and expressing themselves in a language that differs from their mother tongue. Traditional language learning methods, which predominantly focus on explicit grammar instruction and rote memorization, may fail to engage and motivate young learners effectively (R. Purba et al., 2022).

In response to these challenges, this research proposes an alternative approach that harnesses the power of simple translation to enhance English language skills among elementary school students. Simple translation involves the process of translating sentences or short phrases from one language to another, with an emphasis on understanding the meaning rather than literal word-for-word translation. By employing simple translation techniques, students can bridge the gap between their native language and English, facilitating comprehension and linguistic development.

The Grade 3 level is a critical stage in a child's educational journey, where they establish a solid foundation in language skills. By incorporating simple translation activities into the English language curriculum, we aim to improve students' reading, writing, listening, and speaking abilities. The research will investigate the potential benefits of integrating interactive translation exercises, such as games, group discussions, and multimedia resources, to create an engaging and enjoyable learning environment. The objectives of this study encompass assessing the effectiveness of simple translation in enhancing vocabulary acquisition, grammatical understanding, and overall language proficiency among Grade 3 students. Additionally, the research aims to explore the impact of incorporating cultural elements and real-world contexts into translation activities to enhance students' cultural awareness and communicative competence.

To evaluate the outcomes of the study comprehensively, a combination of quantitative and qualitative research methods will be employed. Pre and post-assessments will be conducted to measure students' progress in various language skills, including vocabulary recognition, sentence construction, and reading comprehension (Wijayanto et al., 2023). Furthermore, surveys, interviews, and classroom observations will provide insights into students' attitudes, motivation, and perceptions towards the use of simple translation as a language learning tool.

The findings of this research are expected to make significant contributions to the existing literature on effective language learning strategies for elementary school students. Moreover, the study aims to offer valuable insights for educators, curriculum developers, and policymakers to enhance English language instruction at the Grade 3 level. By incorporating simple translation activities, teachers can create a student-centered learning environment that fosters active participation, collaboration, and critical thinking. Furthermore, this research seeks to highlight the importance of incorporating diverse resources, such as bilingual texts, cultural references, and multimedia materials, to ensure authentic and meaningful language learning experiences. By integrating translation exercises that connect the English language to students' daily lives, interests, and cultural backgrounds, we can create a relevant and engaging curriculum that promotes long-term language retention and motivation.

In conclusion, the exploration of simple translation as a means to improve English language proficiency at the elementary school level represents an innovative and student-centric approach to language education. By incorporating interactive and culturally relevant

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translation activities into the curriculum, this research seeks to empower Grade 3 students with the necessary language skills and confidence to communicate effectively in English. By nurturing their linguistic abilities from an early age, we can provide students with a strong foundation for future language learning and academic success in our increasingly interconnected world.

Translation is the act of accurately transferring the content of a text or spoken language from one language, known as the source language (SL), to another language, known as the target language (TL) (Nugraha et al., 2017). English instructors occasionally encounter challenges when teaching students who perceive English as a challenging language to learn. Consequently, some students struggle with the translation of individual words, sentences, or paragraphs within a text (Sipahutar et al., 2021). Translation is a complex task as it entails transferring the content and meaning of a message from one language to another (Hidayati, 2020). Translation serves as a highly effective solution for overcoming language barriers (Purba et al., 2023). The diversity of languages, each with its distinct culture and the essential need for communication in human life, underscores the significant role of translation in facilitating effective communication, cultural exchange, and knowledge dissemination (Shabitah & Hartono, 2020). Translation involves understanding the intended meaning of a text and then creating an equivalent text, commonly referred to as a "translation," that effectively conveys the same message in a different language (Van Thao et al., 2020).

English has a tendency to employ uncommon and rare vocabulary, whereas other languages often rely on descriptive phrases using simpler terms. This leads to English utilizing specific terms like "plagiarism" for stealing quotes from literary works, "rustling" for stealing cows, and "hijacking" for stealing airplanes. These English terms lack inherent clues to their meanings, making them opaque. In contrast, other languages commonly describe these concepts using literal translations such as "stealing writing," "stealing cows," or "stealing aircraft." In these languages, the expressions possess transparent meanings as they directly correspond to the easily understandable constituent words (Herman & Rajagukguk, 2019).

A straightforward translation method is a technique of translating text by directly converting each word without taking into account the context or intended message of the text (Sinurat et al., 2022). This method is alternatively referred to as literal translation. In collaboration with Tirkkonen-Condit in (Czulo & Hansen-Schirra, 2017), it has been suggested that "literal translation serves as the initial default translation process, continuing until it is halted by a monitoring mechanism that detects issues in the resulting translation". Simple translation is an innovative approach to language learning that can greatly benefit elementary school students at the Grade 3 level in improving their English language proficiency. It involves the process of translating sentences or short phrases from one language to another, prioritizing understanding the meaning rather than achieving a word-for-word translation. By incorporating simple translation activities into the language curriculum, educators can provide students with a practical and interactive learning experience that enhances their comprehension, vocabulary acquisition, and overall language skills.

One of the primary advantages of simple translation is its ability to connect students' existing language knowledge with English. By leveraging their understanding of their native language, students can more easily grasp the structure and meaning of English sentences. This approach helps them develop a deeper understanding of grammar rules, sentence construction, and vocabulary usage in the target language. Through the process of comparing and contrasting languages, students develop linguistic awareness and cross-cultural understanding, fostering a more holistic language learning experience.

Simple translation activities can be diverse and adaptable, catering to the varied needs and learning styles of Grade 3 students. For instance, teachers can introduce sentence translation exercises where students translate short sentences from their native language into English or vice versa. This not only reinforces their comprehension skills but also strengthens their ability to express ideas accurately and coherently. Additionally, dialogues, short stories,

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or authentic texts can be incorporated into translation activities, allowing students to practice translating longer passages and gaining exposure to different language structures and contexts.

By integrating interactive and engaging elements, such as games, group discussions, role-playing, and multimedia resources, simple translation becomes an enjoyable and meaningful learning experience for students. For example, teachers can organize translation-based games where students work in teams to translate sentences or phrases within a time limit, promoting healthy competition and fostering a collaborative learning environment. Group discussions can also encourage students to share their translated versions, allowing them to learn from one another and engage in peer-to-peer interaction.

Furthermore, simple translation serves as a bridge between receptive and productive language skills. Through translation exercises, students improve their reading comprehension skills by deciphering the meaning of texts in their native language and transferring it into English (Saputra et al., 2022). This practice enables them to understand the context, identify keywords, and comprehend the overall message of the text. Likewise, simple translation activities enhance students' writing skills as they formulate coherent sentences and express their ideas accurately in the target language. This combination of receptive and productive language skills facilitates a well-rounded language learning experience for Grade 3 students.

It is essential to recognize that simple translation should not be considered the sole method of language instruction. Instead, it should be integrated as a supplementary tool within a comprehensive language curriculum that incorporates various learning strategies. By combining simple translation with other techniques, such as communicative activities, language games, and authentic materials, educators can create a balanced and dynamic language learning environment. This approach caters to the diverse needs and learning styles of Grade 3 students, ensuring a comprehensive and effective language learning experience.

In conclusion, simple translation represents an innovative approach to enhancing English language proficiency among Grade 3 students. By emphasizing the understanding of meaning rather than focusing solely on word-for-word translation, simple translation activities promote linguistic awareness, cross-cultural understanding, and overall language development. When integrated with interactive and engaging elements, simple translation becomes a valuable tool in facilitating comprehension, vocabulary acquisition, and the development of reading, writing, listening, and speaking skills. By incorporating simple translation into a comprehensive language curriculum, educators can empower Grade 3 students to communicate effectively in English, laying a strong foundation for their future language learning journey.

Young learners are generally considered to be youngsters between the ages of five and six who are enrolled in their first year of elementary school and twelve (Bakhsh, 2016). However, a child's age does not always reflect their level of maturity. According to Scott and Lisbeth in (Cahyati et al., 2022), children, especially those between the ages of 8 and 10, are proficient mother tongue users. At this age, children are mature, with both adult and childlike traits. They develop fundamental ideas and hold firm opinions. They are able to tell fact from fantasy and ask insightful inquiries that frequently perplex adults (Herman et al., 2022). They use both speech and hand gestures to communicate.

Additionally, based on (Adriyanti, 2021), because elementary school pupils are considered young learners, the term "Teaching English to Young Learners" (TEYL) is frequently used in the context of English language teaching (ELT). Therefore, English as a Foreign Language (EFL) instruction for young learners has gained significant attention in language education research due to its crucial role in developing language proficiency from an early age.

English for Young Learners is a specialized approach to teaching the English language to children at a young age, typically between the ages of 3 and 12. This approach recognizes the importance of introducing English as an additional language early in a child's educational

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journey when their brains are most receptive to language acquisition and their curiosity and enthusiasm for learning are high. The primary goal of English for Young Learners is to provide children with a solid foundation in English language skills, focusing on listening, speaking, reading, and writing (Leong & Ahmadi, 2017). The approach takes into account the unique needs and characteristics of young learners and employs interactive and engaging teaching methods to make language learning enjoyable and meaningful.

One of the key features of English for Young Learners is the use of age-appropriate materials and activities. These include colorful visuals, songs, chants, games, and stories that capture children's attention and facilitate their understanding and retention of English vocabulary and grammar. By using multisensory techniques, such as visual aids and gestures, young learners are actively engaged in the language learning process, promoting their overall language development. English for Young Learners also recognizes the importance of creating a supportive and nurturing classroom environment (Borup et al., 2013). Teachers adopt a patient and encouraging approach, providing ample opportunities for children to practice and use English in a non-threatening setting. This approach fosters confidence and motivation, allowing children to develop their language skills at their own pace while building a positive attitude towards language learning.

Additionally, English for Young Learners emphasizes authentic language use and meaningful communication (Al Hosni, 2014). Teachers encourage children to use English to express their thoughts, ideas, and needs, rather than solely focusing on drills and memorization. Through pair and group activities, role-playing, and real-life situations, young learners develop their oral fluency and gain practical language skills that can be applied in various contexts.

Another important aspect of English for Young Learners is cultural awareness. Children are exposed to the diverse cultures and traditions associated with the English language, promoting global citizenship and intercultural understanding. Through exposure to English-speaking countries' customs, festivals, and traditions, young learners develop a broader perspective and appreciation for different cultures. Assessment in English for Young Learners is typically done through informal means, such as observation, checklists, and portfolios. This approach acknowledges that children's language acquisition is a continuous and ongoing process, and formal examinations may not be suitable for young learners. Instead, teachers focus on evaluating children's progress based on their participation, communication skills, and language development milestones. English for Young Learners has been widely recognized as an effective approach to language learning for young children. Research has shown that early exposure to English can positively impact children's cognitive development, linguistic abilities, and future academic success. Furthermore, English for Young Learners sets a strong foundation for further language learning as children progress through their educational journey.

In conclusion, English for Young Learners is a specialized approach that recognizes the unique characteristics and needs of young learners. By providing an engaging and interactive learning environment, focusing on meaningful communication and cultural awareness, and nurturing children's natural curiosity and enthusiasm, English for Young Learners lays a strong foundation for children to develop their English language skills and fosters a lifelong love for language learning.

Methodology

This study utilizes a qualitative research design with the survey method to explore the students' perception of using simple translation for English language improvement at the elementary school level (Grade 3) and to describe the use of simple translation as a strategy for English language improvement. The qualitative research design allows for an in-depth exploration of participants' attitudes, beliefs, and experiences, providing a rich understanding

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of their perspectives. The survey method complements the qualitative approach by allowing data collection from a larger number of participants in a structured manner.

A sample of 25 Grade 3 students from various elementary schools will be purposefully selected to participate in the study. The selection process will consider factors such as gender, socioeconomic backgrounds, and English language proficiency levels to ensure a diverse representation of students' perceptions and experiences.

To conduct this research, some processes and procedures were taken in order to complete this research, namely: 1) Ethical Considerations: Obtain necessary ethical approvals and ensure compliance with ethical guidelines. Obtain informed consent from both students and their parents or guardians, clearly explaining the purpose of the research, the voluntary nature of participation, and the confidentiality and anonymity of the responses; 2) Sampling: Select a sample of 25 Grade 3 students from various elementary schools using purposive sampling techniques. Consider factors such as gender, socioeconomic backgrounds, and English language proficiency levels to ensure diversity and representativeness among the participants; 3) Survey Questionnaire Development: Design a survey questionnaire that captures the students' perception of using simple translation for English language improvement. Include both closed-ended questions (e.g., Likert-scale ratings, multiple-choice) and open-ended questions to gather both quantitative and qualitative data. Pilot test the questionnaire with a small group of students to ensure clarity and relevance of the questions. Revise the questionnaire based on feedback; 4) Data Collection: Administer the survey questionnaire to the selected students. Ensure clear instructions are provided to participants on how to complete the questionnaire. Allow sufficient time for students to respond and ensure a comfortable and conducive environment for data collection. Collect the completed surveys and ensure proper documentation and organization of the data; 5) Data Analysis: Transcribe and code the open-ended responses from the survey questionnaires. Apply thematic analysis or content analysis methods to identify patterns, themes, and insights related to students' perceptions of using simple translation. Quantitatively analyze the closed-ended responses using appropriate statistical techniques to identify trends and patterns in students' perceptions; 6) Data Interpretation: Analyze the qualitative and quantitative findings to gain a comprehensive understanding of students' perceptions and experiences regarding the use of simple translation. Interpret the data in relation to the research aims and objectives, examining the effectiveness and value of simple translation as a tool for English language improvement. Look for common themes, divergent viewpoints, and any factors that may influence students' perception; 7) Reporting and Discussion: Compile the research findings into a cohesive report or manuscript. Present the findings in a clear and organized manner, including quotes or excerpts from participants to support the analysis. Discuss the implications of the findings, relating them to existing literature and theories. Highlight any limitations of the study and suggest avenues for further research; and last 8) Conclusion and Recommendations: Summarize the key findings of the research, emphasizing the students' perception of using simple translation for English language improvement and the description of its use as a strategy. Provide recommendations for educators, curriculum developers, and policymakers based on the research findings, suggesting ways to enhance the effectiveness of simple translation in English language instruction at the elementary school level.

Throughout the research procedures, maintain adherence to ethical guidelines, ensure data confidentiality, and respect the rights and well-being of the participants. Continuously reflect on the research process and make adjustments as necessary to ensure rigor and validity in the study.

The research instrument used in this study is a survey questionnaire designed to gather data on students' perception of using simple translation for English language improvement at the elementary school level (Grade 3). The questionnaire is a commonly employed instrument for gathering data, particularly in the field of social science research. Its primary purpose is to acquire pertinent information in a dependable and valid manner (Taherdoost, 2018). The

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questionnaire consists of both closed-ended and open-ended questions, allowing for a comprehensive exploration of students' attitudes, beliefs, and experiences.

The survey questionnaire is divided into sections that address different aspects of students' perception and the use of simple translation as a language learning strategy. The sections may include: 1) Demographic Information: This section collects basic information about the participants, such as age, gender, and socioeconomic background. It helps provide context and demographic details for data analysis. 2) Perception of Simple Translation: This section focuses on students' overall perception of using simple translation for English language improvement. Closed-ended questions with Likert-scale ratings may be used to measure the extent to which students agree or disagree with statements related to the effectiveness, usefulness, and value of simple translation. 3) Beliefs and Attitudes: This section explores students' beliefs and attitudes towards using simple translation. Open-ended questions may be included to allow participants to provide detailed responses, explaining their beliefs about the benefits, limitations, and challenges of using simple translation in their language learning process. 4) Suggestions and Feedback: This section provides an opportunity for students to offer suggestions or provide additional feedback on the use of simple translation. Open-ended questions can be included to allow participants to express their ideas for improvement or share any concerns or recommendations regarding the implementation of simple translation in English language instruction.

The survey questionnaire will be carefully developed, ensuring clarity and relevance of the questions. Pilot testing will be conducted with a small group of students to identify any issues or areas for improvement. Feedback from the pilot study will inform the refinement of the questionnaire, ensuring its validity and reliability. By utilizing a survey questionnaire as the research instrument, the study can collect data from a larger number of participants in a structured manner. The combination of closed-ended and open-ended questions allows for both quantitative analysis, providing statistical summaries, and qualitative analysis, capturing detailed insights and perspectives of the students.

Overall, the survey questionnaire serves as a valuable tool to gather data on students' perception of using simple translation and provides a comprehensive understanding of their attitudes, beliefs, experiences, and suggestions regarding its use for English language improvement.

The collected survey data will be analyzed using qualitative data analysis techniques. The open-ended responses will be transcribed and coded to identify recurring themes, patterns, and insights regarding students' perceptions of using simple translation. Thematic analysis or content analysis methods will be employed to categorize and interpret the data, providing a comprehensive understanding of students' thoughts, feelings, and beliefs about the effectiveness and value of simple translation in their language learning process. Additionally, the data analysis will involve describing the use of simple translation itself as a strategy for English language improvement. It will explore how simple translation is implemented in the classroom, including the types of activities or exercises that incorporate simple translation and the role it plays in supporting students' language development. Through the analysis, a comprehensive understanding of the practical application and potential impact of simple translation on students' English language skills will be obtained.

Results and Discussion

The Use of Simple Translation for English Language Improvement of 3rd Grade

The research findings on the experiences and classroom practices related to the use of simple translation in English language improvement among 3rd-grade students revealed intriguing insights. The analysis of the survey responses provided an in-depth understanding of how simple translation is implemented and integrated into the classroom setting, as well as the impact it has on students' language development.

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Frequency of Simple Translation Usage

The findings indicated that simple translation is a widely employed strategy in the English language classrooms of 3rd-grade students. Approximately 90% of the participants reported that simple translation was utilized on a daily basis. This high frequency of usage suggests that teachers heavily rely on simple translation as a primary method of instruction, emphasizing its perceived effectiveness in supporting students' language learning process.

Types of Simple Translation Activities

The research findings highlighted a diverse range of activities that incorporate simple translation. These activities included word-to-word translation exercises, where students were provided with English sentences or passages and tasked with translating them into their native language. Additionally, students engaged in sentence completion exercises, where they had to fill in the missing words by translating from their native language to English. The research findings revealed that these types of activities were the most common in classrooms, indicating a preference for structured translation-based exercises.

Perceived Impact on Language Development

The majority of students reported that simple translation had a positive impact on their language development. Around 80% of the participants believed that simple translation enhanced their vocabulary acquisition and grammar understanding. They noted that the process of translating words and sentences helped them make connections between their native language and English, leading to improved comprehension and retention of language concepts. Moreover, students expressed increased confidence in using English, as simple translation provided a sense of familiarity and support in their language learning journey.

Teacher's Role and Approach

The research findings indicated that teachers played a central role in implementing simple translation in the classroom. They were responsible for selecting appropriate materials for translation activities and guiding students through the process. Interestingly, some students reported that teachers adopted a flexible approach, allowing students to use their native language alongside English to facilitate comprehension. This approach aimed to create a supportive and inclusive learning environment, catering to the diverse linguistic backgrounds of the students.

Student Engagement and Participation

The research findings revealed a high level of student engagement and participation during simple translation activities. Students expressed enthusiasm in deciphering and translating English sentences, actively collaborating with their peers to ensure accurate translations. They enjoyed the interactive nature of these activities, which fostered a sense of camaraderie and teamwork among students. These findings suggest that simple translation activities stimulated student involvement and created a dynamic classroom environment.

It is important to note that these research findings are purely fictional and intended for illustrative purposes. While the findings presented here are not based on actual data, they provide an example of how research findings could be reported on experiences and classroom practices related to simple translation in English language improvement.

Students' Perception on the Use of Simple Translation

The perception of simple translation among 3rd-grade students for English language improvement revealed a spectrum of attitudes and beliefs, providing a nuanced understanding of their experiences with this language learning strategy. The survey responses from the participants highlighted various viewpoints, shedding light on the effectiveness, engagement, and familiarity associated with simple translation. Within the group of 3rd-grade

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students, 7 students expressed a strong liking for simple translation. These students enthusiastically embraced the use of this strategy, recognizing its positive impact on their language learning journey. They emphasized how simple translation served as a valuable tool for enhancing their understanding of English vocabulary, grammar, and sentence structure. These students found comfort in using their native language as a reference point to navigate and comprehend English concepts. They acknowledged simple translation as a bridge that facilitated the connection between their familiar language and the new language they were learning.

Another group of 10 students found simple translation to be both easy and fun. These students experienced a sense of enjoyment and engagement when using this strategy in their language learning process. They found it accessible and user-friendly, as it provided them with a clear pathway to understand English words and phrases. These students appreciated the interactive nature of simple translation, which made learning English an enjoyable experience for them. They embraced the opportunity to actively participate in decoding and interpreting language, leading to a deeper understanding and retention of English vocabulary and structures.

In contrast, 8 students perceived simple translation as just another regular classroom activity. While they acknowledged its presence in their language learning journey, they did not attribute any particular excitement or preference to it. These students viewed simple translation as a familiar aspect of their English lessons, similar to other instructional methods they encountered. Their perception of simple translation was more neutral, suggesting that it did not stand out or evoke strong emotions compared to other aspects of their language learning experience. This neutral response may indicate the need for further exploration of instructional approaches that can better resonate with the preferences and learning styles of these students.

These diverse perspectives on the perception of simple translation among 3rd-grade students underscore the importance of understanding students' attitudes and beliefs when designing language learning strategies. The positive feedback from the 7 students who expressed a strong liking for simple translation highlights its potential effectiveness and value as a language learning tool. It reinforces the notion that simple translation can serve as a bridge to facilitate comprehension and language development. The 10 students who found simple translation easy and fun underscore the significance of engagement and enjoyment in the learning process, promoting active participation and motivation. On the other hand, the 8 students who perceived simple translation as a usual classroom activity provide insight into the need for innovative approaches that can captivate their interest and elevate their language learning experience.

These findings have implications for educators and policymakers in shaping language learning strategies for 3rd-grade students. Recognizing the positive feedback and the enjoyment experienced by some students can inform the design of instructional methods that incorporate interactive and engaging activities alongside simple translation. By leveraging technology, incorporating games, or integrating real-life scenarios, educators can create a dynamic and stimulating environment that enhances language learning outcomes.

It is crucial to note that the findings of this study are specific to the sample of 3rd-grade students involved. Further research, encompassing larger and more diverse samples, is recommended to gain a broader understanding of students' perception of simple translation across different grade levels and cultural contexts. This expanded research can provide a more comprehensive picture of students' attitudes and beliefs and facilitate the development of targeted language learning interventions and pedagogical practices that meet the specific needs and preferences of students at various stages of their language learning journey.

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Conclusion

In conclusion, this fictitious research study explored the students' perception of using simple translation for English language improvement at the 3rd-grade level. The findings indicated a positive perception overall, with a significant number of students expressing a liking for simple translation. They viewed it as a helpful tool that facilitated their understanding of English vocabulary, grammar, and sentence structure. Additionally, students reported that simple translation enhanced their confidence in using English and helped bridge the gap between their native language and English. Overall, the findings suggest that simple translation has the potential to be an effective strategy for enhancing English language skills at the elementary school level. It provides students with a practical and accessible method to connect their native language with English, fostering vocabulary acquisition, grammar understanding, and overall language development. The positive perception and engagement observed among students highlight the value of incorporating simple translation into language learning activities.

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